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ABSTRACT

This study of existing guidelines and standards for international travel by students in local school divisions is the result of a Virginia Department of Education team effort over four months. The interdisciplinary team reviewed guidelines and standards for international travel and student exchange programs from major organizations and developed recommendations. The document includes a preface, executive summary, historical background, local concerns, a review of existing guidelines and standards, a discussion of the Council on Standards for International Educational Travel (CSIET) programs, and recommendations. Historical background shows increasing student travel abroad. Numerous organizations responded to student travel by developing tours or exchange programs to foreign countries. The variety in travel programs caused a need for guidelines and standards for evaluation purposes. Several groups provide guidelines and standards. The most comprehensive and widely accepted guidelines are those provided by the CSIET. Because this Council revaluates member organizations each year and publishes its results as public information, this report recommends the standards of the CSIET to local school divisions. The guidelines are meant to serve as a reference for local school divisions. Programs are judged by: (1) educational perspective; (2) organizational profile; (3) financial responsibility; (4) promotion; (5) student selection and orientation; (6) student placement; (7) operations; (8) student insurance; and (9) adherence to government regulations. Because the CSIET standards are thorough, comprehensive, widely accepted, and consistently updated, they are recommended to local Virginia school divisions for answering questions and making decisions concerning international travel for students. Appendices include a list of resource personnel and a list of seven resource agencies. (DK)

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ED 368 607

SO 023 451

REPORT OF THE
DEPARTMENT OF EDUCATION ON

A Review of Established Guidelines and Standards for International Education Travel and Exchange Programs for Students

TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA

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ACKNOWLEDGMENTS

This study of existing guidelines and standards for international travel by students in local school divisions is the result of a Virginia Department of Education team effort over four months. The interdisciplinary team reviewed guidelines and standards for international travel and student exchange programs from major organizations and developed a recommendation, which is set forth in this document.

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California Department of Education
Connecticut Department of Education
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Indiana Department of Education
Minnesota Department of Education
New York Department of Education
Texas Department of Education

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PREFACE

The Virginia Board of Education was directed by the 1991 Virginia General Assembly to provide guidelines and standards for local school divisions for international travel. To achieve this request, the General Assembly passed House Joint Resolution No. 453 which reads as follows:

GENERAL ASSEMBLY OF VIRGINIA--1991 SESSION
HOUSE JOINT RESOLUTION NO. 453

Requesting the Board of Education to provide guidelines and standards for local school divisions for international travel.

Agreed to by the House of Delegates, February 22, 1991
Agreed to by the Senate, February 21, 1991

WHEREAS, a large number of students each year travel to foreign countries to participate in international student exchange educational programs; and

WHEREAS, travel and study in a foreign land and amongst a different culture can be a "window on the world" for a student and an opportunity to expand and grow mentally, socially and culturally; and

WHEREAS, this opportunity for growth should be conducted within a circumscribed and proper atmosphere which is conducive to the educational life experience; and

WHEREAS, the educational community, community/volunteer groups and sponsors of educational exchange and travel programs have realized the need for standards and a monitoring process; and

WHEREAS, with the announcement of the President's International Youth Exchange Initiative in May 1982, the need was heightened as more schools and communities were encouraged to become involved in youth exchange programs; and

WHEREAS, a study supported by the U.S. Information Agency clearly indicated that many school systems and communities felt the lack of standards in the field and often were reluctant to encourage youth or family involvement in programs because of uncertainty as to the quality of many of these programs; and

WHEREAS, since that time, several organizations have formed to formulate voluntary standards and are open for membership to any group wishing to support these standards; and

WHEREAS, the Council on Standards for International Educational Travel (CSIET), located in Virginia, is one such private, nonprofit organization committed to establishing standards for international educational travel, providing a system of evaluating programs in terms of these standards, monitoring compliance with the standards and sharing information about organizations operating international educational travel and exchange programs at the high school level on behalf of schools, communities and educational groups in the United States. Nine standards are utilized, including educational perspective,

organizational profile, financial stability, promotion of the program, participant selection (students and host families), student placement, operations, student insurance and adherence to government regulations; and

WHEREAS, many schools in Virginia already voluntarily participate in organizations such as CSIET, but membership is not mandatory. Other organizations performing similar functions are the Council of International Education Exchange and the National Association of Foreign Student Affairs; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education provide guidelines and standards for local school divisions for international travel. Such guidelines shall consider established and academic criteria developed by those international education organizations recognized by the Board of Education.

The Board shall report its findings to the Governor and the 1992 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

EXECUTIVE SUMMARY

The 1991 General Assembly, at the request of Chief patron Delegate Robert Tata, passed House Joint Resolution 453 requesting the Board of Education to provide guidelines and standards for local school divisions on international travel. The Department of Education formed a team to review existing guidelines and standards used by national organizations, councils, or agencies which evaluate travel and exchange operations. The Department's team also contacted selected state education agencies and selected local social studies or foreign language specialists in order to review a wide range of guidelines.

Historical background shows increasing student travel abroad. Numerous organizations responded to student travel by developing tours or exchange programs to foreign countries. The variety in travel programs caused a need for guidelines and standards for evaluation purposes. Several groups provide guidelines and standards. The Council on Standards for International Educational Travel, the United States Information Agency, the National Association for Foreign Student Affairs, the National Council of State Supervisors of Foreign Languages, and the National Council for the Social Studies are examples of organizations that provide guidelines and standards upon request to the public.

The most comprehensive and widely accepted guidelines are those provided by the Council on Standards for International Educational Travel. Since 1984 it has evaluated travel organizations using criteria of nine standards. This Council re-evaluates member organizations each year and publishes its results as public information. For these reasons, the Department of Education team studying guidelines for international student study/travel programs recommends the standards of the Council on Standards for International Educational Travel to local school divisions.

The guidelines suggested by the Virginia Department of Education team are meant to serve as a reference for local school divisions when they are planning, implementing, or evaluating student travel abroad programs outside of the perimeters of authorized school activities. The suggested guidelines in this document illustrate one example of balanced criteria to examine travel abroad programs. Other agencies or organizations that provide guidelines and standards have been provided as resources to be contacted for additional information. The recommendation of guidelines and standards by the Virginia Department of Education team should not be regarded as the only appropriate guidelines or standards for international travel. Nor should the team's recommendation be considered as a mandate for local school divisions. All information or recommendations may be adapted as needed.

HISTORICAL BACKGROUND

The last twenty-five years have witnessed a tremendous increase in the number of students in middle school and high school participating in travel and study abroad programs as well as a proliferation of private and commercial organizations specializing in these programs. The value of first-hand contact with people of other cultures has long been recognized. Foreign travel broadens students' cultural horizons, enriches their intellectual experience, and leads to a better understanding of other people. Travel abroad offers foreign language students the added benefit of an opportunity to use the language they are studying in a real-life situation.

During the 1980's, Virginia's students continued to travel abroad in ever-increasing numbers. The emphasis on travel and exchange problems has increased as studies have indicated a broad misunderstanding of world cultures among American citizens. For example FINDINGS, the August 1986 study of the Southern Governors' Council on International Education, presented some alarming statistics:

- Botswana requires more language study by the fourth grade than the typical American school system requires by the end of high school.
- A United Nations' study of 30,000 ten- and fourteen-year-olds in nine countries demonstrated that American students ranked next to last in their comprehension of foreign cultures.
- The majority of American business school graduates have not taken any course that covers the international dimensions of business.
- In a recent study, 20 percent of American students surveyed could not locate the United States on a map.

As the Department of Education has broadened the scope of its international education activities, school divisions have appeared increasingly aware of the importance of international perspectives. Foreign language academies, a Peace Corps affiliation, international vocational opportunities, and geographical institutes for teachers have provided new ways for students to become competent in different world cultures. Accordingly, foreign travel opportunities for students have also increased.

In the mid-1960's, the Foreign Language Service of the Virginia Department of Education recognized the need for an informational document that would outline both the benefits and the potential liabilities of student travel abroad, and at the same time, offer guidelines for evaluating various foreign study

programs. Such a publication was produced and distributed to local school divisions in 1977. This document is still available upon request.

This Department of Education publication drew from several resources, including (1) a position paper by the National Council of State Supervisors of Foreign Language (NCSSFL), developed in 1966 and reappraised and disseminated in 1971; (2) a 1968 article on student travel abroad that appeared in Foreign Language Annals of the American Council on the Teaching of Foreign Languages (ACTFL); (3) a 1969 ERIC report on foreign study for high school students; and (4) a set of guidelines for student overseas travel prepared in 1971 by the U. S. Office of Education of the Department of Health, Education, and Welfare in conjunction with the Institute of International Studies.

Each of the agencies and organizations listed above produced criteria or guidelines to aid school administrators, teachers, students, and parents in evaluating the myriad travel/study programs available. While recognizing the many benefits of travel abroad, all of the guidelines and criteria caution that in order to ensure the best possible experience, prior critical investigation, thorough planning, and proper guidance while abroad are essential for success.

In 1988, in response to additional questions about various travel and exchange organizations, the Department mailed every social studies contact person in Virginia a copy of the Council on Standards for International Education Travel's (CSIET) nine standards for international education travel programs.

For the most part, these sets of guidelines deal with the following concerns, which remain important ones for a thorough evaluation of student travel/study programs.

Sponsorship

What kind of organization operates the program? Is the organization reputable? What legal responsibilities does the sponsoring organization accept? Does the organization have an overseas representative available in case of emergency?

Recruitment and Selection of Students

Does the program accept ANY student who applies and pays the fees? Are the students homogeneously grouped according to age, level of social maturity, or level of foreign language proficiency?

Staffing

Who serves as director, teacher, or chaperon? How are staff members recruited? Are tour directors familiar with the language, culture, and customs of the countries visited?

Study, Home Stay, or Travel Tour

If the program is advertised as a study tour, where and what do the students study? Are the classes homogeneous? What academic control does the institution exercise? Are students housed with selected families? Is travel combined with study? If strictly a travel tour, what educationally and culturally beneficial experiences are included in the tour?

Housing, Meals, Social Life

Are accommodations made in hotels, university dormitories, or private homes? Where is lodging located? How are families selected? What arrangements for supervision are made? Where do students take their meals? How much unsupervised "free time" is included?

Student Orientation

What assistance does the organization offer the students and teacher/counselor prior to departure? Are selected reading materials and other information made available?

Financial Arrangements

Is a non-refundable application fee required? Do fees cover <u>all</u> transportation, such as airfare, buses, taxis, tips? Are all meals and lodging included in the basic fee? Are the costs of tours included in the program? Is medical, accident, and baggage insurance included in the plan? Are the school and teacher counselor covered by liability insurance?

Local Issues and Concerns

Local school divisions as well as parents and students will find the questions posed in the guidelines in the previous section extremely helpful. Localities may have additional concerns about international travel/study programs. Each locality should consider whether the travel/study experience is

- educationally valuable
- readily available to all qualified students regardless of their financial means
- free of potential conflict of interest
- consistent with local school board policy and regulations
- provided by a reputable company or organization.

Before a commercial program is selected or programs reviewed, local officials should agree on the purposes of such study/travel. Is the experience to broaden cultural horizons, refine foreign language skills, pursue special curriculum-related projects? Is the activity consistent with the school division's stated philosophy?

What provisions are made for students who meet all academic criteria but cannot participate for reasons of financial hardship? Is there scholarship assistance? Are arrangements made with the private sector enabling students to undertake part-time jobs? Occasionally, no effort is made to accommodate students other than those who readily have money to participate. Local officials responsible for programs such as these should strive to provide opportunities for all interested students.

In the recruitment of students, what is the relationship between the local study/travel representative and students? What are the teacher-chaperon's responsibilities before, during, and after the trip? If this individual is a school employee, is there remuneration? If so, is it appropriate? If appropriate, is it reasonable?

What is the local school board's policy on travel/study abroad? Are there statements that address

- program endorsement
- solicitation activities
- the awarding of academic credit
- school absences that may result from such travel
- liability-related issues
- insurance coverage
- the need for criteria for the selection of students and the selection of local teacher-chaperons?

Presently there is a proliferation of non-profit and for profit agencies and organizations competing in the secondary travel abroad trade, from well established academic institutions to local travel bureaus. Fortunately, assistance is available through study/travel abroad guidelines prepared by respected national professional associations and from the Council on Standards for International Educational Travel. Local school divisions and individuals wishing to participate in travel/study abroad programs are urged to research thoroughly any companies in which they are interested including personal contact with previous program participants.

REVIEW OF EXISTING GUIDELINES AND STANDARDS FOR INTERNATIONAL EDUCATION TRAVEL AND EXCHANGE PROJECT

Several national organizations have developed guidelines and standards for international travel. These guidelines and standards can be divided into two categories: (1) councils and professional organizations which typically provide guidelines that are appropriate for parents and students to use when planning educational trips; (2) two major organizations offering guidelines and standards to evaluate formally groups providing travel or exchange opportunities.

The following organizations provide guidelines for parents, students, and administrators.

The **Council for International Educational Exchange (CIEE)** was founded in 1947 as a private, non-profit, membership organization dedicated to assisting students and teachers interested in international student exchange and study/travel abroad. The organization administers programs and provides a variety of services for students and staff at the secondary, undergraduate, and graduate levels of education. An extensive listing of study-, work-, and travel-related publications is available.

The **Institute of International Education (IIE)**, the country's largest agency for international exchange at the higher education level, manages projects that benefit over 10,000 individuals in 150 countries. Some 600 colleges/universities are members of this non-profit organization, which also assists the United States Information Agency in administering the Fulbright Program for pre-doctoral students. Numerous publications focusing on international study are available.

The **National Association of Foreign Student Affairs (NAFSA)** is a non-profit membership organization (worldwide) that provides information, training, and other services to professionals interested in international educational exchange. The association produces an array of publications of interest to students and staff at the secondary, undergraduate, and graduate levels of education.

The **National Council of State Supervisors of Foreign Languages (NCSSFL)** is a non-profit professional association of state-level foreign language specialists from Departments of Education across the country. Position papers on selected topics, including criteria for the evaluation of study/travel abroad programs, are available through one of the foreign language specialists of the Virginia Department of Education.

The **National Council for the Social Studies (NCSS)** is a non-profit professional association of approximately 26,000 social studies educators whose goal is to promote the social studies. A journal is available to all members as well as travel study guidelines and standards for social studies teachers.

The national organizations evaluating exchange programs are the United States Information Agency and the Council on Standards for International Educational Travel.

The **United States Information Agency (USIA)** evaluates only those programs with inbound students. This agency establishes regulations for all sponsors of educational and cultural exchange programs bringing students into this country. Regulations include selection of students, orientation programs, health and accident insurance, dispersion of students, acceptance of students, host family assignments, employment of students, supervision by sponsor, financial responsibility of sponsor and annual reports by the sponsor. The United States Information Agency establishes no guidelines for outward-bound students who intend to visit foreign countries.

The Council on Standards for International Educational Travel (CSIET), founded in 1984, operates the only national non-profit organization whose sole purpose is to establish standards for organizations operating inbound and outbound international education travel and exchange programs at the high school level. Organizations must submit applications and background materials for evaluation by an independent panel selected by CSIET administrators in order to be accepted for placement on the Advisory List of International Educational Travel and Exchange Programs. Every organization on the list is re-evaluated each year. Acceptance for listing includes agreement to comply with CSIET's nine standards for international education travel. A booklet containing the accepted organizations and a synopsis of information on each organization is published annually by CSIET. This booklet may be purchased by the public. While many travel organizations have their own standards or guidelines that they send to parents or students, acceptance onto the CSIET listing equates with agreement to follow CSIET's standards. CSIET, therefore, is the major evaluating organization of international educational travel and exchange programs in the United States.

CSIET first developed standards and a system of program evaluation in 1984. These Standards were revised in 1987. In October, 1991, the Standards will be revised again. The following Standards are proposed for October, 1991, adoption.

CSIET STANDARDS FOR INTERNATIONAL EDUCATIONAL TRAVEL PROGRAMS

The Council on Standards for International Educational Travel annually evaluates educational travel and exchange organizations according to the following standards. When an organization voluntarily submits to review by the Council's Evaluation Committee, it must provide extensive materials with its application to document its standing in relation to the nine standards areas. In addition, it must agree to:

- provide periodic reports as requested by the Council;
- provide information to the Council's offices relative to the locations at which students may be placed;
- accept on-site visits by the Council's staff or other representatives with students, host families and/or host schools, as deemed necessary by the Executive Director, Evaluation Committee or Board of Directors.

If an organization is found to be in compliance with the Council's standards, it is accepted for listing. This entitles an organization to publicize the fact that its programs are conducted in accordance with the published standards. If an organization that has been accepted for listing pays the listing fee required, it is included in the Council's annual publication, the Advisory List of International Educational Travel and Exchange Programs. Organizations wishing to be evaluated by the Council must reapply each year. Acceptance for listing by the Council is valid only for the one year period stated in the current edition of the Advisory List.

DEFINITIONS

Organization: Entity which sponsors international educational travel activities.

Program: Organized international education travel activity which begins with participant recruitment and selection, includes the components with participant recruitment and selection, includes the components outlined in the standards which follow, and terminates when the participant returns to his or her point of origin or otherwise severs the relationship with the program sponsor.

Agent: Person or organization authorized to represent the program sponsor.

STANDARD 1: EDUCATIONAL PERSPECTIVE

•Programs shall be designed to fulfill educational purposes related to an international experience.

•The organization sponsoring the program shall have clearly established goals and learning objectives to fulfill the educational purposes of its programs.

Materials to be Submitted

1.1 Statement of the organization's overall mission.

1.2 Statement of the educational goals and learning objectives of each program being evaluated, including:

a. Activities which demonstrate how the goals and objectives are achieved
b. Evaluative tool used

STANDARD 2: ORGANIZATIONAL PROFILE

•The structure and administration of the organization shall be clearly defined.

•The organization shall have the personnel needed to administer its programs effectively.

•The organization shall be organized under the laws of one of the 50 states of the United States or the District of Columbia.

•The organization shall demonstrate success in international educational travel through at least one full school year since its incorporation.

Materials to be Submitted

2.1 Names and titles of all officers, directors, and staff members responsible for the organization's programs and an indication of those who are compensated.

2.2 Copy of all Articles and/or Certificates of Incorporation and/or Amendments, in every state in which the organization is incorporated.

2.3 Copy of Constitution and/or By Laws.

2.4 If the organization is not-for-profit, a copy of the 501 (c) (3) or other federal authorization.

2.5 Names and addresses of organizations in the United States

and/or other countries with which organizational relationships are maintained.

2.6 Explanation of relationships, specifically what is shared and what is separate, with other organizations that share:

1. officers and/or directors
2. facilities
3. office staff
4. expenses (i.e., equipment, utilities, insurance)
5. field staff

2.7 Names and addresses of those responsible for program activities in each country, U.S. and abroad.

a. Explanation of the relationships between the U.S. organization and each of its foreign agents.
b. Explanation of the responsibilities of all foreign agents.
c. Explanation of the relationships between the organization and each of its agents within the U.S.
d. Explanation of the responsibilities of all agents within the U.S.

2.8 An organizational chart.

2.9 A written summary of the organization's previous year's activities, or most recent annual report.

STANDARD 3: FINANCIAL RESPONSIBILITY

•The organization shall be capable of discharging its financial responsibilities to all participants.

•The organization shall have sufficient financial backing to protect all monies paid by participants and to ensure fulfillment of all responsibilities to participants.

•The organization shall have an independent Certified Public Accountant annually prepare an audit or review financial statement.

Materials to be Submitted

3.1 Copy of an audit or review financial statement for the most recently completed fiscal year, issued by an independent certified public accountant, including the CPA's signed opinion letter, balance sheet, statement of income and expenses, statement of cash flows, and notes to financial statements. A compilation is not acceptable.

3.2 The evaluation committee may require a copy of the most recent balance sheet or quarterly financial statements, a letter of credit, or other evidence of financial strength.

STANDARD 4: PROMOTION

- The organization shall accurately represent its purposes, activities, and sponsorship in all promotional materials/activities in a professional and ethical manner.

- The organization shall not advertise the need for host families via the public media on an urgency basis, implying in any way that a student will be denied participation if a host family is not found immediately, a student is arriving immediately and does not have a host family, or that the student will suffer in any way unless a host family is found immediately.

- All promotional materials/activities shall distinguish the program and the sponsoring organization from others operating under:

  a. affiliated or related corporate structures
  b. the same or similar names or symbols

- The organization shall fully disclose all fees, including school tuition, host family reimbursements, and other required and optional costs to prospective students and their natural families before enrollment.

- Neither the organization nor its agents shall promote its programs as providing opportunities for school athletic participation, high school graduation, Driver's Education instruction, household domestic service, child care employment, or other activities that might compromise the student, program, or school.

- The organization shall not state or imply in its promotional materials/activities that persons who are in any way compensated are volunteers.

<u>Materials to be Submitted</u>

4.1 Copies of U.S. and foreign promotional brochures, fliers, newspaper and magazine advertisements, radio and television commercial scripts, posters, and other promotional materials.

4.2 Copies of U.S. and foreign materials provided to prospective students and their natural families regarding program costs, including a description of available scholarship and financial aid programs.

STANDARD 5: STUDENT SELECTION AND ORIENTATION

- The organization shall carefully screen and select student participants on the basis of criteria appropriate to the program.
- Screening procedures for homestay programs shall include personal interviews with student applicants.
- Selection shall be completed sufficiently in advance of the student's departure to ensure adequate time for preparation and orientation.
- Students shall be given a suitable orientation before departure and after arrival in the host country.
- All inbound students attending a U.S. high school must have adequate English language proficiency to function successfully.
- All inbound and outbound students attending school must have adequate academic preparation to function successfully.

Materials to be Submitted

5.1 Selection criteria used to evaluate student applicants, both inbound and outbound.

5.2 All applicable forms pertinent to student selection of both inbound and outbound students, including:

a. application packet
b. reference forms
c. personal interview forms
d. medical forms

5.3 Copies of all student orientation materials, for both inbound and outbound students, including a description of topics covered during orientation sessions.

5.4 Copies of student rules, regulations, and participant agreement forms, for both inbound and outbound students.

5.5 For students attending a U. S. high school, a description of the process and/or copies of materials used to evaluate an applicant's proficiency in English, including test scores or other measures deemed acceptable.

5.6 For students attending a high school in the U.S. or abroad, a description of the process and/or copies of materials used to evaluate an applicant's academic history, including standards for acceptance.

STANDARD 6: STUDENT PLACEMENT

- For programs which include a homestay, the organization shall:

  a. select host families on the basis of criteria appropriate to the program
  b. personally interview all prospective host families in their home
  c. match students and host families on the basis of criteria appropriate to the program
  d. complete placement arrangements sufficiently in advance of the student's departure from home to ensure adequate time for preparation and orientation of the host family
  e. provide suitable orientation and training to the host family.

- For programs which include attendance at a U.S. high school, the organization shall:

  a. Secure written acceptance from the school principal or other designated responsible school administrator prior to confirming assignment of the student to a host family.

  b. Provide the school with the following information about the student:

     1. academic history, including

        a. academic records, translated into English
        b. number of years of school completed prior to arrival, and number of years required in home country for the completion of secondary school

     2. level of English language proficiency
     3. appropriate background information
     4. expectations regarding school experience

- For programs that include accommodations other than a homestay, the organization shall:

.....COMMENTS FROM MEMBERSHIP.....

<u>Materials to be Submitted</u>

6.1 Selection criteria used to evaluate the host family's qualifications.

6.2 Copies of all forms related to host family selection

a. host family application form
b. host family interview form
c. host family reference form

6.3 Criteria used for matching students with host families.

6.4 Copy of all host family orientation materials, and schedule of orientation sessions.

6.5 Copy of forms and letters used to notify the student and the natural parents of the host family placement.

6.6 Copy of letters and forms used to notify the host family of the placement.

6.7 Copy of the form used to secure U.S. high school attendance approval.

6.8 Copy of forms and documents regarding the student provided to the U.S. school.

6.9 ...COMMENTS FROM MEMBERSHIP...Reference to programs that include accommodations other than a homestay.

STANDARD 7: OPERATIONS

- The organization shall ensure adequate care and supervision of students.

- Regular personal contact shall be maintained by local representatives of the sponsor.

- The organization shall notify the student and the host family of the travel itinerary sufficiently in advance of the student's departure from the home country.

- The organization shall provide adequate support services at the local level to assist with program related needs and problems. (For example, counseling services, travel, medical care, language problems, changes in host family, emergencies.)

- The organization shall maintain an effective system of screening, selecting, training, and supervising program representatives and group leaders.

- The organization shall provide both inbound and outbound students with an identification card which includes the student's name; the host family's name, address, and telephone; the local representative's name, address, and

telephone; the address and telephone of the organization's appropriate national office.

- The organization shall evidence thorough, accurate, and continual communication with host families and school authorities.

- The organization shall provide the opportunity to the student, host family, and school to participate in a post-exchange evaluation.

- The organization shall have in place adequate plans for dealing with emergency situations that may arise during the program.

Materials to be Submitted:

7.1 Criteria used to select program representatives and group leaders, in the U.S. and abroad.

7.2 Copy of materials used to train program representatives and group leaders both in the U.S. and abroad, including the schedule of training sessions.

7.3 Description of procedures for supervision of program representatives and group leaders in the U.S. and abroad.

7.4 Copy of policy regarding commissions, travel benefits, expense reimbursements, and other emoluments provided to program representative and group leaders, in the U.S. and abroad, including any contract and agreement forms.

7.5 Description of process for maintaining communication with the student, host family, and school.

7.6 Description of emergency procedures.

7.7 Copy of student identification card.

7.8 Copy of evaluation forms provided to students, host families, and schools, including a description of how the results are used.

7.9 Projected time line for completion or execution of each step of the program arrangements. (For example: student selection, student orientation, host family selection, host family and school placement, host family orientation, travel itinerary.)

7.10 Copy of emergency procedures used by the organization.

STANDARD 8: STUDENT INSURANCE

- The organization shall guarantee that every program participant is covered by adequate health and accident insurance. Such insurance shall:

  a. Protect students for the duration of their program.
  b. Provide for the return of the student to his/her home in the event of serious illness, accident, or death during the program.

- For programs which include a homestay, the organization shall provide students and host families with detailed printed information regarding the terms and limits of insurance coverage and procedures for filing a claim.

- Officials and employees of the organization shall not receive compensation from the sale of insurance to its participants.

Materials to be Submitted

8.1 If participants are covered with health and accident insurance through a policy provided by the organization, a copy of the health and accident insurance policy covering program participants.

8.2 If participants are covered with health and accident insurance through a policy held by a participant or the participant's natural family, a copy of coverage specifications required and the insurance certificate/verification form required of program participants.

8.3 Detailed information regarding any self-insured coverage or any coverage provided above and beyond that specified in 8.1 or 8.2.

8.4 Copy of all materials furnished to students and host families regarding insurance coverage and procedures for filing a claim.

8.5 Letter from insurance agent stating current policy limits and scope of coverage provided. Such letter shall also state the expiration date of such policy and that the agent agrees to give the Council thirty (30) days notice of cancellation or non-renewal of such policy.

STANDARD 9: ADHERENCE TO GOVERNMENT REGULATIONS

- The organization shall comply with all appropriate government regulations regarding international exchange or any other activity under its auspices.

- It shall be the responsibility of the organization to notify the Council of any change in status with respect to government designation, acknowledgement, acceptance, and/or endorsement.

Materials to be Submitted

9.1 Copies of letters of authorization, designation, or other documents which demonstrate government designation, acknowledgement, acceptance and/or endorsement.

9.2 Copies of appropriate reviews, reports, or evaluations submitted to government agencies.

9.3 Copies of appropriate reviews, reports, or other evaluations conducted by government agencies.

NOTE: These are the revised CSIET Standards which will be adopted at the Board of Directors' Meeting held in conjunction with CSIET's annual meeting in October, 1991. Members' comments will be added to appropriate sections in these guidelines after the October meeting.

RECOMMENDATIONS

The CSIET Standards are thorough, comprehensive, widely accepted, and consistently updated. For these reasons, the Virginia Department of Education team studying guidelines for international student study/travel programs recommends the CSIET Standards to local school divisions in answering questions and making decisions concerning international travel for students.

APPENDIX I
RESOURCE PERSONNEL

Team members telephoned the following personnel in seven school divisions to ascertain if guidelines for student travel abroad or exchange programs had been developed for that school system.

Instructional Specialist for Foreign Languages
Chesterfield County Public Schools
2318 McRae Road
Richmond, Virginia 23235
(804) 560-2758

Social Studies and Foreign Languages Curriculum Coordinators
Fairfax County Schools
3705 Crest Drive
Annandale, Virginia 22003
(703) 698-7500

Education Specialist for Foreign Languages
Henrico County Schools
P.O. Box 23120
Richmond, Virginia 23223
(804) 226-3742

Assistant Superintendent
Hopewell City Public Schools
103 N. 11th Street
Hopewell, Virginia 23860
(804) 541-2365

Social Studies Senior Coordinator
Norfolk City Public Schools
P. O. Box 1357
Norfolk, Virginia 23501
(804) 441-2616

Supervisor, Secondary Social Studies/Foreign Languages
Roanoke County Schools
526 South College Avenue
Salem, Virginia 24153
(703) 387-6470

Social Studies Curriculum Coordinator, K-12
Williamsburg/James City County Public Schools
101-D Mounts Bay Road
Williamsburg, Virginia 23185
9804) 253-6715

APPENDIX II
RESOURCE AGENCIES

American Council on the Teaching of Foreign Languages (ACTFL)
6 Executive Plaza
Yonkers, New York 10701-6801
(914) 963-8830

Council on International Educational Exchange (CIEE)
205 E. 42nd Street
New York, New York 10017
(212) 661-1414

Council on Standards for International Educational Travel (CSIET)
3 Loudoun Street S.E.
Leesburg, Virginia 22075
(703) 771-2040

Institute of International Education
809 United Nations Plaza
New York, New York 10017-3580
(212) 984-5413

National Association for Foreign Student Affairs (NAFSA)
Buite 10000
1875 Connecticut Avenue, NW
Washington, DC 2009-5728
(202) 462-4811

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 21006
(202) 966-7840

The United States Information Agency
(inbound programs only)
Office of the General Council
301 4th Street, SW
Room 700
Washington, DC 20547
(202) 619-4979